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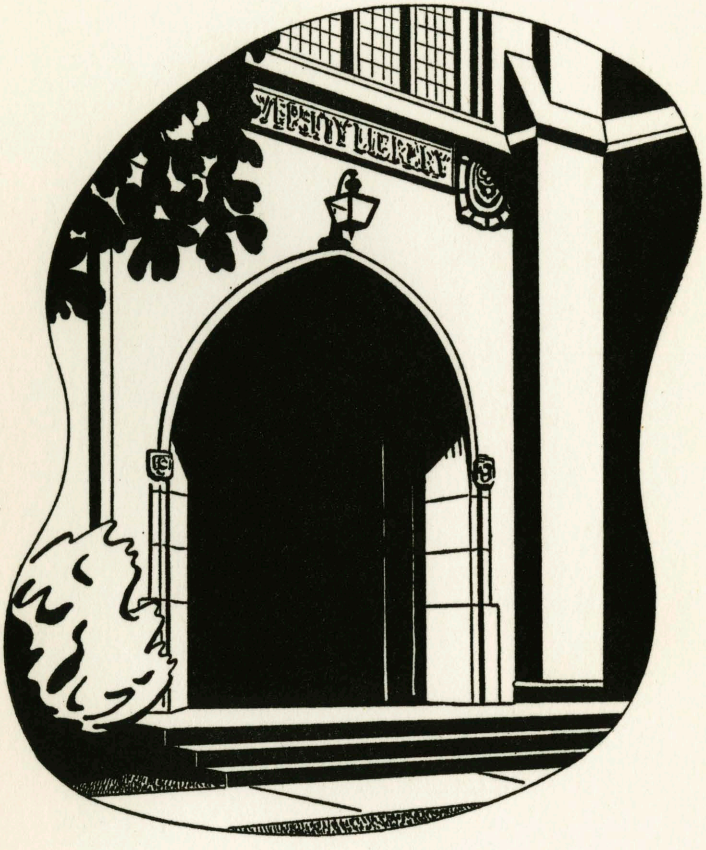

University of Tennessee

LIBRARY LECTURES

numbers seven, eight, and nine

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1955-57

EDITED BY JOHN H. DOBSON

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FOREWORD

The Lecture Series Committee is proud to present the third volume of The University of Tennessee Library Lectures, comprising Library Lectures 7, 8, and 9, representing the years 1955-1957. The first volume of this series was published in 1952 as Volume 55, No. 1, of *The University of Tennessee Record,* and contained Lectures 1-3, for 1949 and 1950. Lectures 4-6, 1952-1954, appeared in 1954 as Volume 30, Number 6, of *The University of Tennessee Record, Extension Series.*

Lecture No. 7 was presented on May 13, 1955, by Mr. Jack Dalton, at that time Librarian of The Alderman Library, University of Virginia, and now Director of ALA's International Relations Office. An outstanding exponent of the value of a liberal education and one of the foremost philosophers in the field of librarianship, Mr. Dalton was the logical choice to speak on "Liberal Education, Specialization, and Librarianship."

"The Research Library in Transition," Lecture No. 8, was a particularly apt title, descriptive as it was of The University of Tennessee Library at the time. Dr. Herman H. Fussler, Director of Libraries and Professor in the Graduate Library School of the University of Chicago, delivered the lecture on April 17, 1956. With his background as scholar, administrator, and author, Dr. Fussler was well equipped to investigate the subject under scrutiny.

Mr. Robert Vosper, Director of Libraries of the University of Kansas, completed the trio with Lecture No. 9, "A Rare Book Is a Rare Book," on March 7, 1957. The acquisitions program of the University of Kansas Library bespeaks Mr. Vosper's harmony with his subject, which is one of growing interest to the library staff and the faculty of this University.

The editor of this volume is honored to have worked with these distinguished and important additions to library literature which so ably uphold the traditions of The University of Tennessee Library Lectures.

John H. Dobson

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library lecture number seven

UNIVERSITY OF TENNESSEE LIBRARY, MAY 13, 1955

By Jack Dalton

Director, ALA International Relations Office
Former Librarian, The University of Virginia

AUTHOR'S NOTE

In the winter of 1954/55 the Library Lectures Committee asked me to present for this series "something on the subject of professional education and its relation to liberal education . . . the problems involved in these relationships . . . with specific reference to the field of education for librarianship to show how we as librarians and faculty members fit into the picture." This piece bears little resemblance to the talk I made on this subject. In the talk I tried to start a discussion which I hoped would enlarge my own view of these matters and help to clarify some relationships which I thought I saw, some relationships that seemed particularly relevant at the end of a decade of the kind of talk we had heard and writing we had seen during the post-war period of experimentation.

This paper, written two years later, takes advantage of the criticisms made on that occasion and glances at one or two articles that have appeared since. I am grateful to the Committee for letting me talk from one set of notes and write from another.

Liberal Education, Specialization, And Librarianship

Let us be clear on one or two points at the outset. I believe in specialization. I think we are forcing too many people to specialize too soon, and I think the stultifying effects are readily apparent, but I believe in specialization. I agree heartily with a statement made by John Burchard several years ago in this lecture series when he said "the time is long since past when one could argue convincingly against specialization. It is essential for the survival of our present complex society; and it will become still more important, not less so. But it is still only half of the necessity, and not the more important half."[1]

The "more important half" is surely the half John Stuart Mill was thinking about when he made that frequently quoted observation that "men are men before they are lawyers, or physicians, or merchants, or manufacturers; and if you make them capable and sensible men, they will make themselves capable and sensible lawyers or physicians."[2] How do you help them make themselves capable and sensible? I suggest the liberal arts.

The practice of the liberal arts should begin early and continue

[1] John E. Burchard, "The Library's Function in Education," *University of Tennessee Library Lectures*, The University of Tennessee Record, 55, 1. (Knoxville: Division of University Extension, University of Tennessee, 1952), p. 35.

[2] John Stuart Mill, *Inaugural Address; Delivered to the University of St. Andrews, Feb. 1st, 1867* (London: Longmans, Green, Reader, and Dyer, 1867), p. 4.

forever. These are the arts designed to help man learn how to speak, write, calculate, and think. These are the arts appropriate to the activity of all professional men and scholars, and they are necessary to the intellectual well-being of free men and free societies everywhere.

There has been so much fuzzy talk through the years about the liberal arts that anyone who talks about them nowadays finds it necessary to indicate as precisely as he can what he means by the very words. The colleges themselves are to blame for this state of affairs. Stringfellow Barr has pointed out that "the failure of the college of liberal arts to assimilate to its intellectual tradition the brilliant achievements of natural science doomed the very phrase 'liberal arts' to mean useless but ornamental learning."[3] I believe they can be described with a high degree of accuracy. Mark Van Doren has done this extremely well in a fine chapter on "The Liberal Arts" in his *Liberal Education*.[4] After pointing out that these arts are "specific arts, clearly distinguished from other arts and performing necessary human functions," and after naming and commenting upon such other arts as the useful and the fine arts, he continues:

> The liberal arts are an education in the human language, which should be as universal among men as the human form . . . The liberal arts make us expert in the species of things and in their quantities—what kind? and how much? Their aim is exactness, even to the point which Aristotle had in mind when he said it was the mark of an educated intellect "to seek only so much exactness in each type of inquiry as may be allowed by the nature of the subject matter" . . . The liberal arts are the liberating arts. They involve memory, calculation, manipulation, and measurement, and call for dexterity of both mind and hand . . .
>
> But what are the liberal arts by name? Tradition, grounded in more than two millenniums of intellectual history, calls them grammar, rhetoric and logic; arithmetic, music, geometry and astronomy. As names these may be disappointing; some may sound narrow, others re-

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[3] Stringfellow Barr, "Liberal Education: A Common Adventure," *The Antioch Review*, XV (Fall, 1955), 308.

[4] Mark Van Doren, *Liberal Education* (New York: Henry Holt and Co., 1943), pp. 76-83.

mote. And the objection might be offered that it is not the names that matter so much as the essential operations, wherefore the discussion should get ahead to the operations. Even then, however, the operations would have to be named if they were to be kept clear of one another, and their natures understood. And no new names have been found. So the old ones, numbering seven, must be saved until such time as their meaning can be transferred without loss to another set . . .

We have reduced seven to two: the trivium is literature and the quadrivium is mathematics. But in doing so we have lost more than the numerical difference of five. Within each division we have suppressed distinctions, and by forgetting that the single name for them all is "the seven liberal arts" we have failed to keep in mind their unity of purpose, with the result that it has become possible to suppose that some are more liberal than others, or indeed that the others are not liberal at all. *The common view today, for instance, is of literature being more liberal than mathematics and science. But this is a double error. Not only does the quadrivium belong to the whole enterprise as a partner; in contemporary practice it is actually mathematics and science that preserve in highest degree the precision which all of the seven arts once conspired to promote* . . . [italics mine]

The arts of the trivium can be rechristened as reading, writing, and thinking; this in fact has been done, and there is a certain initial advantage in terms which sound less academic than their ancestors. The disadvantage is that the new terms emphasize words at the expense of things, leaving an impression more literary than intellectual . . . The levels are more clearly specified, however, by the terms grammar, rhetoric, and logic . . . grammar as "the operation of particular things in discourse," rhetoric as "the signifying of some particular things through other particular things," and logic as "the relation of all things to universals" . . . That is what science has been described as doing in its three stages of observation, experimentation, and prediction . . .

All human work has its grammar, rhetoric, and logic; every man practices them his life long. He practices them better when he knows that he is doing so and can name the processes; when he knows that he is incessantly an artist, either of the trivium, when he distinguishes the kinds of things, or of the quadrivium, when he handles their quantities.

It has been pointed out often enough that we in the United States are not much given to speculation and *pure* research. The very large sums of money poured into development and practical applications in the last two or three decades have not been matched in many instances by even small sums for basic research, and the rush of young men and women into engineering and the applied branches of the sciences has resulted in too many of the ablest young men working with government or business in jobs which require immediate results. This has disturbed educators and businessmen alike. The American Society for Engineering Education more than a decade ago issued the now famous Hammond report and it is currently concerned with the same problem again, the problem of liberal arts for the engineer.[5] Cal Tech now requires that 25 per cent of a student's time be spent with the humanities, and M.I.T. has set up a separate division of the humanities to see that the balance is maintained. The imbalance has disturbed most engineering faculties, and they are today resorting to all sorts of expedients while the so-called liberal arts colleges are trying to patch things up with a wide variety of courses frequently referred to these days as "crisis courses."

"In many of the sciences," says Conway Zirkle, "the Ph.D. is a vocational degree, [This is equally true, surely, of most Ph.D. degrees in the humanities and social sciences] a preliminary step in getting a job. The acquisition of the degree, however, is no light task. It takes a minimum of five years away from the education of the candidates and devotes the time to their professional training. In spite of their native intelligence, many scientists show the effects of this sacrifice and, when they wander too far from the fields they know, they get lost."[6] These are the lopsided products of the times that led him to propose to the American Association for the Advancement of Science in 1954

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[5] The American Society for Engineering Education, *General Education in Engineering* ([Urbana, Ill.] The Society, 1956).
As the Introduction points out, this is the latest in a series of self-evaluations sponsored by the ASEE during the past fifty years. No bibliography is included "since the staff of the Cooper Union Library has recently completed a revised and comprehensive edition of The Humanistic-Social Stem in Engineering Education." *Librarians will want to see this.*

[6] Conway Zirkle, "Our Splintered Learning and the Status of Scientists," *Science,* N.S. CXXI (April 15, 1955), 513-19.

this tentative wording for diplomas to be awarded to scientists in highly specialized fields:

> The Johns Hopkins University
> certifies that
> John Wentworth Doe
> does *not* know anything but
> Biochemistry
>
> Please pay no attention to any pronouncement he may make on any other subject, particularly when he joins with others of his kind to save the world from something or other.
>
> However, he worked hard for his degree and is potentially a most valuable citizen. Please treat him kindly.

There is equal concern among businessmen, manufacturers, and governmental officials. This is reflected in curious ways, and many naive proposals have been put forward to remedy the situation in which they find themselves. One thing they do know, however far their proposals may be from the real solution: most of their employees are too highly specialized and too much preoccupied with the details and the daily routines in which they are involved to give the necessary attention to the kinds of questions they should be asking. This problem and an extremely interesting solution have been described at length in a paper by Wilfred D. Gillen, President of the Bell Telephone Company of Pennsylvania, on "The Institute of Humanistic Studies for Executives."[7] This paper sets forth at length the reasons that prompted Bell to establish at the University of Pennsylvania an institute to which it sends its junior executives for long periods of further education. These are the men who are expected to run the company tomorrow.

Supporting his observation "that functionalization of most businesses had tended toward the development of specialists," Mr. Gillen quotes John L. McCaffrey, President of the International Harvester Company:

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[7] Wilfred D. Gillen, "The Institute of Humanistic Studies for Executives," *Liberal Adult Education* (White Plains, New York: The Fund for the Republic, n.d.).

This little volume consists of five speeches presented at a conference held at the Stanley Hotel, Estes Park, Colorado, in July, 1956.

> . . . the world of the specialist is a narrow one and it tends to produce narrow human beings. The specialist usually does not see overall effects on the business and so tends to judge good and evil, right and wrong, by the sole standard of his own specialty

and Crawford H. Greenwalt, President of the DuPont Company:

> Today, specific skill in any given field becomes less and less important as the executive advances through successive levels of responsibility.

He then sets forth the objectives his company had in mind in setting up an institute to overcome the condition resulting from too much specialization too early:

> 1. To enable a potential future executive to understand and interpret the social, political and economic changes both national and worldwide which will influence the problems of corporate management to an increasingly greater degree in the future . . .
>
> 2. To indicate the importance, impact and use of history, science, philosophy, and the arts in the world today . . .
>
> 3. To motivate the participants in the program to accept the concept of intellectual activity as a never-ending process to be continued through life.
>
> 4. To balance with a humanistic background the almost complete attention generally given by younger men in the business to acquiring technical knowledge and competence . . .
>
> 5. To offset a tendency to over-conformity, which is bound to occur in a business which is highly specialized and which promotes almost entirely from within the organization.

After discussing the method employed by the Institute and setting forth the courses, involving such reading as Joyce's *Ulysses, The Bhagavad-Gita, The Iliad,* Dante's *Inferno, The Brothers Karamazov,* and *The Magic Mountain,* President Gillen answers a question he is often asked: "Why should a company spend money in this way? Won't an ambitious young man think of these things and get the same information on his own?" It is an illuminating answer:

> Reflection, I think, will indicate that this approach is not practical. Granted that a few exceptional individuals with perhaps a liberal arts education might have the time, stamina and ability to do the necessary reading and to take an interest in the cultural life of the community, still this will not meet the objectives . . .

This is reminiscent of all the pronouncements concerning liberal education as "human excellence" and the object of liberal education as "the excellence of man as man and man as citizen." It is another way of observing that "liberal education appears to consist in the recognition of basic problems, in knowledge of distinctions and interrelations in subject matter, and in the comprehension of ideas" and that "liberal education seeks to clarify the basic problems and to understand the way in which one problem bears upon another."[8]

At about this point in such a discussion as this, one hears these days the plaintive question: "Why don't the presidents who talk this way tell their personnel directors these things?" We are assured that the men who come from these companies to recruit the current crop of graduates want to know about their credits in such subjects as engineering and business administration. It is undoubtedly true that they do and will continue for some time to soak up all the products of such schools. Bell will continue to need graduates of our engineering school and will try to get its share of the best of them, but the personnel man's search for the best product of our system should not obscure the discontent his boss feels over what he is able to find.

Is it the job of the college or university to turn out graduates who on the day of graduation can move into an office or laboratory and demonstrate their worth as technicians? I beg leave to doubt it. I like the comment of a law professor who touched upon this theme recently in a review article.[9] This extract *mutatis mutandis* seems to me relevant and suggestive for anyone concerned with any type of professional education:

> Law schools are properly preoccupied with what they

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[8] Robert M. Hutchins, "The Great Conversation," *Great Books of the Western World* (Chicago: W. Benton, 1952), I, 3.

[9] Leslie H. Buckler, [Review Article] *The Reading Guide* (University of Virginia Law School), IX, 7 (December 1954), 100.

> do best—inculcating the foundations of a scholarly discipline and knowledge of the law. Wisely they do not assume to anticipate skills which are the fruits of experience, although aware of the always latent and sometimes articulate opinion of practitioners that they should at least make a show of turning out graduates who will be of immediate practical use in an office. This reviewer would deplore any tendency to open the curriculum to illusory pretense of practice in the name of utility and at the sacrifice of the all too inadequate time and resources available for what the schools alone can do and do so well—teach the system and discipline of the law.
>
> What the schools can and should do is to make available to their students the realization that knowledge of the law is not an end in itself, but the great, the overwhelming instrument with which they will be armed; that the law school is only the threshold and that to pursue the law demands a high dedication to the profession.

I referred above to the "excellence of man as citizen." Conway Zirkle referred to John W. Doe as "*potentially* a most valuable citizen." Is this over-specialized John Doe the same man that Gillen was talking about, the man Bell Telephone is sending back to the University of Pennsylvania for further training because it is not practical to expect that an ambitious young man will "think of these things and get the information on his own"? To be sure, Gillen allows "that a few exceptional individuals *with perhaps a liberal arts education* [italics mine] might have the time, stamina and ability to do the necessary reading . . ." There I think we have the key.

The reader of this paper knows that we are not likely to see in our time a clean separation of the functions of the liberal arts college and the professional school which will provide ideally for the liberal arts, specialization, and professional education. This discussion was old when Francis Bacon said:

> First therefore, amongst so many great foundations of colleges in Europe I find it strange that they are all dedicated to professions, and none left free to arts and sciences at large. For if men judge that learning should be referred to action, they judge well, but in this they fall into the error described in the ancient fable, in which the other parts of the body did suppose the stomach had been idle, because it neither performed the office of motion,

> as the limbs do, nor of sense, as the head doth, but yet notwithstanding it is the stomach that digesteth and distributeth to all the rest. So if any man think philosophy and universality to be idle studies, he doth not consider that all professions are from thence served and supplied. And this I take to be a great cause that hath hindered the progression of learning, because these fundamental knowledges have been studied but in passage. For if you will have a tree bear more fruit than it hath used to do, it is not any thing you can do to the boughs, but it is the stirring of the earth and putting new mould about the roots that must work it.[10]

It will continue.

The reader knows, too, that much of the talk about the expense of the long training period which must precede the earning of one's living is nonsense. If he has thought about his profession at all, he knows that the problem we are discussing is in large part the problem of *good reading.* To read well is a very difficult art, an art requiring continuous and lifelong practice.

It hardly seems necessary to suggest the implications of all this, but perhaps a question or two may be addressed to the very young librarian, maybe even a final suggestion. Isn't the librarian in the best possible position to help repair the damage done by the worst of our educational programs? And is he not in a position to provide the means with which the best prepared men and women may continue to practice the arts they may have begun to learn in college? Of course he must begin with himself; he cannot do his job well unless he can and does read. I suspect most of us don't read very well, and I speak as one who knows he doesn't and is naturally more aware of the defects of his own education than he can be of those of another. I speak too as one who knows that the librarian who inquires ever so casually among staff, friends, and colleagues, will discover a surprising number of people who suffer from the same system and who are eager

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[10] A. Whitney Griswold cites this passage in his "What We Don't Know Will Hurt Us," *Harper's,* July 1954, p. 76, adding "No one since Bacon has improved upon his statement of the case." Griswold presents in this article a persuasive case for the importance of the liberal arts to all education. It is his belief that "the liberal arts have constituted the basic studies from which all phases of the educational process . . . general, secondary, and higher . . . draw nourishment and without which they languish and fail."

to do something about their own cases. Now it is the librarian's happy responsibility to assemble and transmit the classics required for the practice of those intellectual arts we call liberal. *All* the classics. Let him bring his books and his friends together. Let him explore with them the common heritage which he and the authors share and let him enrich his professional activity through a better understanding of the tradition which has produced the company of specialists of which he is a member. I suggest that the first readings might well be about the Tower of Babel and the legend of Hercules and Antaeus.

Bibliographical Footnote

The literature of this subject is vast and extraordinarily repetitious. Much of what has been said here has been said before and better. In such a case one can only hope to put some old ideas in a new setting in such a way that they might come to the attention of a few people who might not see them elsewhere. Anyone who wishes to track the discussions of the past few years will find the Ginn and Company occasional publications *What the Colleges Are Doing* interesting and he should look at the *Annual Reports* of The Carnegie Endowment for the Advancement of Teaching. The section entitled "Liberal Education" in the Fifty-first *Annual Report* (1955-56) was unusually good.

I have tried to indicate the specific indebtedness I feel to several individuals, but my greatest obligation is to Stringfellow Barr, Alfred Whitney Griswold, Robert M. Hutchins, Sir Richard Livingstone, and Alfred North Whitehead, whose contributions to this subject over the last fifty years have placed us all in their debt.

library lecture number eight

UNIVERSITY OF TENNESSEE LIBRARY, APRIL 17, 1956

By Herman H. Fussler

Director of Libraries
The University of Chicago

The Research Library In Transition

This paper is directed toward some of the problems relating to the communication of knowledge and information at the graduate and research level in the American university. It is a generally accepted axiom that university libraries have the obligation of selecting, acquiring, organizing, preserving, and making available the full record of man's achievements in all of their important and many of their minor aspects. It is clear that the survival and advancement of our civilization are critically dependent upon our ability to communicate with one another successfully and to understand quickly and fully what our fellow men are doing and thinking as well as what they have accomplished and thought in the past. These tasks are reflected in the modern world-wide production and use of print in an increasing diversity of forms. Furthermore, rising literacy, the spread of technology and commerce, growing nationalism among heretofore colonial peoples, and many other factors have changed and are continuing to change the magnitude and uses of print in ways that have already created formidable problems for both research libraries and those who use them.

There are other forces, some new, some traditional, that seem to be pointing toward an increase in these problems and the strong probability of changes in the research library in response.

Among these forces one of the most conspicuous is the extent to which research has become a dominant force in shaping the character and functions of the modern university. Until late in the nineteenth century and the beginning of the twentieth, the function of the university was primarily to preserve, interpret, and transmit what was thought to be a fairly stable cultural heritage. Anyone at all familiar with the modern American university will be aware of the extent to which these traditional functions, while probably not neglected, have had to make room for a new one—the advancement of the frontiers of knowledge and our understanding of the universe in which we live.

The concept of an ever-advancing frontier of new knowledge is most conspicuous, of course, in the physical and biological sciences, but it is also strong in the social sciences, many professional disciplines, and it is not foreign to the humanities. While the frontier may not always be advancing, scholars, almost universally, behave as though it were.

This preoccupation with research and the resulting continuous change in the state of knowledge in many subject fields are important aspects of even more general and basic intellectual changes. The late Pierce Butler, in a thoughtful essay a number of years ago, laid the general philosophical groundwork for part of the situation that the modern research library faces in these words:

> It would seem self-evident that modern thought is essentially different from the various intellectual habits which were current in other periods. Not merely has the content of our knowledge changed; its very texture is something new; where the medieval mind appealed to authority and the renaissance mind to a sense of values; the modern mind demands an objective realism. Older types persist; there are still men whose thought is essentially medieval or humanistic. Perhaps no mind is wholly free in every phase of its activity from survivals of incongruous mental habit, yet modern man, in so far as he is modern minded, does think in modes that are new to the intellectual history of humanity.[1]

It seems reasonably clear that print—in the broadest meaning

[1] Pierce Butler, *An Introduction to Library Science* (Chicago: The University of Chicago Press, 1933), pp. 2-3.

of that term—is serving as one of the major instruments by means of which scholars try to attain "objective realism." But we also, consciously and unconsciously, have an attitude toward the book that seems in part to be a survival of the medieval appeal to authority as well. Furthermore, no matter how common or inconsequential, redundant, trivial, or ephemeral were the purposes for which a book was prepared, both librarians and scholars tend to treat it as unique and of at least potential permanent significance. This attitude surely reflects to some extent what we now regard as careless errors of the past, and our own experience that much of the day-to-day "trivia" of the past has often become some of the most important—and scarcest—historical source material of today.

In addition to the technological, economic, and social and cultural changes that are spreading with great rapidity throughout most of the world and resulting in increasing use and production of print, we must note that Western scholarship has traditionally tended to ignore much of the literature and culture of the Orient and other civilizations where major language barriers have seemed to intervene. It is abundantly clear that this pattern of scholarship is also changing, and the growing production of print from many other parts of the world must, in consequence, become increasingly accessible in the United States.

These kinds of changes are closely related to another basic characteristic of modern research. As Dan Lacy has recently put it:

> The higher learning is no longer disengaged, as during most of its history, from the daily life of the people. On the contrary, agriculture, industry, communications, government, and every other activity utilize and are indeed shaped by the university-fostered sciences and professions, so that every step in the progress of learning has its impact on everyday affairs.[2]

This intimate relationship between the concerns of the university and many aspects of daily life, has made it imperative for the university to have access to a vast quantity of information and data, that, not long ago, would have been regarded as largely

[2] "Tradition and Change: The Rôle of the College Library Today," *Essential Books* (October, 1955), p. 30.

irrelevant to the proper concerns of the university. All of these various changes, along with others that have not been mentioned, have greatly increased the diversity and scope of university studies, the complexity of the corpus of knowledge, the number of people engaged in serious investigation, and have resulted in a huge increase in the bulk of the universe of recorded knowledge and very large increases in the size of research libraries.

While it has been a basic characteristic of the university library to accumulate books and retain most of them permanently, the growth of the research library—in the sense of demanding very substantial quantities of space and very large funds both for capital expenditures and current operations—is a modern phenomenon, really one of the twentieth century. Harvard had about 560,000 books and pamphlets in 1900, two and a half million in 1925, and has about six million today. While Harvard's collection is well in excess of that of any other American university, the *rate* of growth for a large number of other institutions appears to be closely comparable. If these growth rates continue at the past levels, it will be only a matter of time—and perhaps not as long as some of you may think—until The University of Tennessee may have to find space for six million books too.

This matter of research library growth is not yet well understood; in consequence there is no shortage of strong opinions concerning it. Growth, per se, is not in itself alarming; it becomes alarming only as it may create intellectual difficulties in relation to use, and space or financial demands that are beyond the reasonable capacities of the library's parent institution. The evidence is not clear by which one may, with any confidence at least, determine whether there are genuinely serious, long-range intellectual and financial problems at the moment or not. Characteristically, for example, university costs for space are hidden and unrecognized in functional or operational budgets. While it seems to be a fundamental characteristic in the research library for the unit costs of acquisition, cataloging, circulation, etc., to increase as the size of the collection increases, there is no evidence that the economies resulting from improved efficiency and other offsetting technical changes have not, in the better-managed libraries at least, kept ahead of the so-called inevitable cost increases. Although librarians have recently been accused of put-

ting little emphasis on economy,[3] the librarians are convinced that this criticism would not be supported by an impartial examination of the facts.[4] Certainly the evidence seems reasonably clear that, while all the costs of university libraries have increased sharply along with almost all other costs, the actual percentage of university expenditures allocated to library purposes has shown no general increase. To the contrary, there is evidence that at least some research libraries have received in recent years a gradually declining percentage of the university dollar.

However, it is argued by some that if university libraries are not difficult to house now, they show a good many indications of becoming difficult—not sometime in the distant future, but quite soon. This is because an ever-larger number of university libraries are becoming intrinsically large in the amount of university space occupied—there are now nineteen universities with more than one million volumes. American university libraries in the past seem to have grown exponentially rather than arithmetically. That is to say, there is a good deal of evidence that the annual additions to any university library—within limits—tend to be proportional to the size of its holdings rather than to some external constant. A careful study of growth in the largest university libraries reveals that this percentage has been declining for the past twenty-five years. One might in consequence conclude that, after a library reaches a certain size, it will begin to "mature" and will no longer grow as rapidly as it does in its adolescence. The average rate for the annual increase in size of seven large endowed university libraries has declined from about 4.3 per cent in 1930 to about 2.6 per cent in 1955. Even so, during this period they grew from an average size of 1,270,000 volumes to 2,600,000 volumes. Four large state-supported libraries, that now average 2,260,000 volumes, showed a decline in annual growth rate from about 6 per cent in 1930 to about 3½ per cent in 1955.

There is nothing too alarming about any of this until even these reduced figures are extrapolated into the future. The projection of

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[3] John D. Millett, *Financing Higher Education in the United States* (New York: Columbia University Press, 1955), pp. 122-123.

[4] Paul Buck, "Looking Ahead," in *Problems and Prospects of the Research Library*, ed. Edwin E. Williams (New Brunswick, N.J.: The Scarecrow Press, 1955), pp. 147-148.

almost any ascending exponential curve, if carried far enough, is likely to produce totals that can scare the daylights out of most prudent people. Assuming that the 6 per cent annual rate of growth that the University of Tennessee enjoyed in 1954/55 continues—and it is a very reasonable rate of growth—it is easy to calculate that Tennessee will have more than three-quarters of a million books by 1967, one and a half million by 1979, and about six and one-quarter million by the year 2000. The current evidence, of course, suggests the possibility that by the time Tennessee's library reaches a total of somewhere between one and two million books, the annual *rate* of increase may have dropped by about one half; thus instead of doubling every twelve years, it will be doubling about once every twenty-five years. By extending prior growth rates, without such diminution, Fremont Rider showed several years ago that Yale would have about 200,000,000 volumes in 2040, occupying 6,000 miles of shelving, with a card catalog of three-quarters of a million trays, and new books coming in at the rate of 12,000,000 volumes a year.[5] Rider's calculations showed an average annual growth rate for a group of university libraries of about 4¼ per cent between 1831 and 1938, producing a doubling of the library every sixteen years. Using his same institutions, but measuring the growth from 1938 to 1955, reveals an average annual rate during this period of 3.3 per cent, which would produce a doubling about every twenty-one years. The time between 1938 and 1955 is short, of course, and acquisition patterns during it were certainly influenced by six years of war, but it does suggest at least the possibility of some decline in the velocity of growth.

If these projections of statistical trends do not give you pause, let me quote some figures from a recent report of the Librarian of Congress. In the fiscal year 1955 the Library received some 5,340,000 pieces, including unbound newspaper issues, as compared with 4,588,000 in 1954. By the exercise of "careful selectivity," the Library whittled this 5 1/3 million down to a mere 1,206,000 items for addition to the collections, with the 1.2 million including a mere 357,700 volumes and pamphlets. This one year intake for the Library of Congress almost equals the total size of the University

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[5] Fremont Rider, *The Scholar and the Future of the Research Library* (New York: Hadham Press, 1944), p. 12.

of Tennessee's Library, and brought total holdings to 10½ million volumes and pamphlets, and a total of 34,359,174 pieces altogether, including manuscripts, microprint cards, music, etc.

There tend to be at least three typical answers to projections of growth of this kind. One answer usually takes one form or another of the following: "Obviously these rates will slow down—there won't be that many books to collect; or some better solution is bound to turn up—microfilm, Rapid Selectors, or some other mitigating (but unspecified) steps will take care of it." A more common answer takes one form or another of the vernacular: "So what? Books are the lifeblood of scholarship; you can't have too many of them, and until there is evidence that the university library is growing far more rapidly than knowledge and its parent institution, why worry?" A third position deplores the quality of much current scholarly and other writing, points to tons of seemingly useless books—usually in someone else's subject—in the typical library, and concludes that rigorous selection and heroic weeding are really all that are necessary. As a final note in this context we should recognize that universities as well as libraries grow and change.

While I see no need to be panic-stricken by this matter of growth, I am convinced it deserves serious attention. And growth is not just the problem of the few very large university libraries; it concerns us all, for there is no university that does not aspire to do good research, graduate and undergraduate instruction, and these activities require books—lots of books. There seem to be four principal reasons for concern: 1) While current library growth rates may prove manageable with traditional approaches, the velocity of growth strongly suggests that the traditional techniques of selection, organization of materials, and service may prove inadequate. 2) There is some reason to believe that, despite the growth of research libraries, our library resources are often found wanting and too inflexible to accommodate rapidly changing, widely searching research and teaching programs. 3) Many university presidents seem to be disturbed by the apparently insatiable demands of the research library, and the presidents' understanding and support are clearly essential to the proper management of the library. 4) Finally, there appears to be

some reason to believe, in view of the broad intellectual and social changes that are occurring, that the nature, quantity, and uses of print will follow patterns that may demand fundamentally new attitudes and solutions from the research library. These four aspects of library growth may not convince you that the research library is already in transition to some new form, but perhaps they will suggest the possibility that it might be or that it ought to be.

However, the services and resources of the research library are not simply the consequences of the number and shape of books published each year. The dominant characteristics of the university library are largely the result of scholarly customs and needs as they relate to recorded information. The library must adapt itself to the needs of both print and scholarship as well as it can. Thus in order to assess the current operations of libraries and the prospects of change, it is important that everyone concerned recognize, perhaps more clearly than we may have in the past, the nature of some of these other external forces and their effects upon the library, for the academic library is anything but a free agent when it comes to changing the character of its resources or its methods of making its resources accessible. Furthermore, growth is not just a library administrative and financial problem—this may indeed be its least important aspect. It is evident that growth may already have reached levels where the fundamental communication of scholarly information in some fields is being impeded by the sheer mass of the data. This impediment may take several forms: the library may have the material, but the traditional methods of organization may not make the data sufficiently accessible to the scholar who needs it; the mass of data may be so great as to be beyond the financial capacity of the library to acquire it in the first place and house it in the second; or, perhaps most significantly, the library may possess, and be able to produce on demand, more *relevant* data than the scholar can digest and use. Yet an investigator who is not fully in touch with the relevant data and the progress of others on a common problem, simply cannot be as thorough or as scholarly as he ought to be. Alternatively, if he faces an "impossible" mass of data, he may—consciously or unconsciously—turn from an important topic of investigation to one that is more "manageable"

but possibly of far less significance. Faculty members, when they go on public record about the library, very often seem to say, "What we really need are bigger and better libraries." According to Millett[6] the presidents appear to be saying, "The library is too big and expensive already, let's see that the librarians handle this thing more efficiently." The issue is clearly more complex and more important than either of these two over-simplified opinions would suggest.

The library exists only to supply the resources and services that are necessary for the fulfillment of a university's major functions. This sounds easy enough except that many of the major concerns of a university are elusive and uncertain matters—thus making a vast quantity of recorded information subject to at least potential, if not probable, demand. Nor is the pursuit of knowledge unfailingly orderly, systematic, and without its own peculiar wastes and diversions. Universities, while generally recognizing this situation, have been willing thus far to circumscribe the scope of their formal teaching and research programs only in very general terms. Furthermore, university research and teaching interests shift with the findings of new research, with changes in the composition of the faculty, and with changes in the interests of individual faculty members. Out of this freedom comes much of the strength of American universities. But the impact upon large research collections often seems less attractive; new research undertakings seldom are planned with consideration for the added library resources that they will entail, and substantial strength built up over a long period may stand idle and neglected when a departing specialist is not replaced, or even more likely, replaced by a man whose interests are in a field where the resources are, in his judgment, meager and insufficient.

This enormous diversity and unpredictable character of university research have forced university libraries into something of a dual function: first, the library builds and maintains a "working" library, oriented around the reasonably clear needs of students and faculty members and the materials most likely to be

[6] John D. Millett, "A Memorandum by the Author of *Financing Higher Education in the United States*," in *Problems and Prospects of the Research Library* (New Brunswick, N.J.: The Scarecrow Press, 1955), pp. 23-25.

used in support of current research and teaching; and secondly, the library acquires, keeps, and services a collection of "permanent record" in which many future needs are anticipated as far as good judgment and available resources permit, and in which the relatively inactive acquisitions of the past are retained for possible future uses. These future uses, it is recognized, are often entirely different from the original purposes of the publications. Clearly, the more complete or larger the library's holdings, the more likely it will be able to meet the occasional esoteric and unanticipated demand. The distinction I am trying to make here between what I loosely call a "working research library" and a "library of permanent record" requires many important qualifications, for in many fields of research it is not a very obvious distinction. In some disciplines or types of literature the distinction probably does not exist at all, while in other fields it would be subject to sharp dispute by scholars working in the same subjects; but, finally, in many fields the distinction almost certainly does exist, and there would be general agreement about the books in the working library and those falling essentially in the "permanent record" category.

This distinction between research books for which there is a probable demand as distinguished from those with a possible demand, is, I think, extremely important, for it is likely to be a major factor in future research library development. I hasten to point out that while the distinction has a close relationship to the amount of use it is not synonymous with a quantitative measure of use. A good research library is not likely to emerge from a census of the most-used books, for little-used books are a prime necessity in much research—conspicuously so in the humanities, nearly as much so in the social sciences, and to a considerably lesser degree in many of the natural sciences, where the concentration of most current research literature in journal form produces quite distinctive patterns of use. Thus not only must little-used books be available, but the number and quality of such books may be a real index of research potential. Despite this general need in research for seldom-used materials we are beginning to have some evidence that suggests that there may be, in many fields, real and predictable differences among the little-used books. These differences, if they do indeed exist, have yet

to be incorporated into the practices and philosophy of research libraries.

In summary, it would appear that the growth of research libraries can be largely attributed to the following elements: 1) There has been a vast increase in the amount of print. 2) There is a real growth of knowledge and a need for more information about the world. 3) Up to the present, both individual scholars and university administrators have been willing to set few or no boundaries on access to recorded knowledge—indeed it can and has been argued that any scrap of paper may at some point in time be used or needed for serious purposes. 4) Traditionally the best means of gaining practical access to recorded knowledge has been to see that the local research library acquired as many books as its funds and space would permit. 5) No book ever seems to become entirely obsolete. Books that were once useful may fall into desuetude, but they are by this fact not dead. The most obvious case, of course, is where the state of knowledge has changed and made the book substantively obsolete—and even misleading—to the man working at the research frontier as well as to the student or anyone else who is trying to ascertain the current state of knowledge. But such a book may be regarded as indispensable by the historian of a discipline, of educational methods, or of something else. There are many such variations in use, and they cannot easily be dismissed or ignored. It is this pattern, of course, that has tended to force the research library to retain everything it has once acquired.

These are also the factors that have led large research libraries to treat all books alike in their bibliographical organization and to keep them equally accessible, though the logic for such action seems open to much greater doubt than does simple acquisition and retention. In the well-managed university library, equally accessible has meant that any book not actually charged out to another borrower should be delivered to a reader within a few minutes even though it has quietly been gathering dust quite undisturbed for thirty years. All books have been cataloged in approximately identical fashion. And even more characteristically the American scholar has expected to be able to walk into the stacks and find any book, no matter how infrequently used, beside all other books on the same subject. Librarians seem to

have concluded that if these kinds of access were desirable for some books, then they were equally desirable for all books. All are costly services, and convincing evidence of their efficacy in relation to their cost is yet to be fully established.

It is clear that we are dealing here with various aspects of three major concerns:

1) What are the characteristics of "print" itself? In answering this question we must also answer others: How much print is being produced? Where? For what purposes? What is the present distribution pattern of print? How long will it last without showing serious physical deterioration? How repetitious is it? What forms does it take, etc.?

2) What are the actual needs of current and future investigators? The subordinate questions here must include: Of the total production of print, current as well as retrospective, how much is relevant to the predictable needs of society in such a way as to require a deliberate effort to collect, organize, and preserve it within libraries? How do investigators get at their materials? How do they use them once they have them? How quickly do they need them? For how long? How often? In what form can various kinds of materials be used? How well are users able to locate and secure access to what is now available, etc.?

3) The third concern would revolve around an evaluation of current library services and techniques in relation to these two major areas and a consideration of all alternative schemes that might produce better results or equally good results with greater efficiency.

What have been the approaches thus far to these problems? They are really very few. We have already made reference to those who say that publishing should be curtailed. Clearly, these are whispers tossed into winds of hurricane force and will be of no effect. Secondly, there are arguments that research libraries should collect much more carefully and selectively. The proponents of this view should, and some do, adhere to the position that libraries should quite ruthlessly toss out the trivial and inconsequential, the secondary, the once-useful-but-now-neglected items. After all it is evident that the production and use

of print in the twentieth century is based upon a completely different intellectual, technological, and economic structure from that prevailing during medieval and renaissance periods when many of our current attitudes toward books were shaped. I, myself, think there is some merit in this position, but I think it runs counter to many current scholarly trends, and general agreement on what is trivial seems never to occur. More selective acquisition and retention are most applicable where the state of knowledge for a subject has changed or is changing rapidly, e.g., physics, or where there is an immense secondary literature, or where there is a large literature really intended for the general public and of a somewhat transitional character, e.g., "How to make money in the stock market." It is hardly applicable at all to creative literature, where an author's work is, of course, never superseded except as new editions may follow older ones year after year and libraries must try to decide whether they need all editions, the first, the last, or what appears to be the most definitive. The only effective way under these conditions to acquire more selectively is to limit the library's collecting to particular authors, periods, or languages. The difficulties are obvious.

There have also been suggestions that libraries should store their books more compactly or place them all in microfilm or microcard form, but no library seems to have found ways of using these devices as yet that offer evidence of substantial permanent space relief or other economies.

The fourth and by far the most commonly suggested remedy is inter-library cooperation. The argument for cooperation is simple. It is agreed that the total task facing the research library is immense and well beyond the capacity of any library acting alone, but by sharing the burden in some way, it is argued, that we can accomplish together what we cannot alone. We should note that the current widespread conviction that the individual library is unlikely to be able to meet with its own collections *all* the literature needs and aspirations of its faculty and graduate student body is a very fundamental change in itself from the attitude that seems certainly to have been prevalent as recently as twenty-five to thirty years ago.

Cooperation can be helpful only as it 1) extends the range of

material usefully available beyond limits that would otherwise obtain, or 2) maintains approximately the same levels of access that would otherwise obtain, at less over-all cost in space or money to the participating institutions. The form of cooperation must be such as not to impair scholarship except as there are offsetting gains to scholarship or economies that justify the impairment in the eyes of those competent to weigh the alternatives.

While there are many important cooperative ventures among libraries, there are only two nationally discussed cooperative plans that I will comment upon here to illustrate a point to be made shortly.

The first of these is the Midwest Inter-Library Center, which, along with other functions, receives little-used materials from its sixteen member libraries, eliminates the duplicates, and makes the materials received from each library available to all other members by means of loans. It can thus have the effect of transferring at least a part of library growth from a large number of member libraries and concentrating it in one where less space will be required because of the elimination of duplicates.

Such an enterprise assumes that a scholar will be able to identify as useful certain kinds of material by means of reference citations, bibliographies, card catalogs, or other devices, and that a delay in access of overnight to forty-eight hours will not be harmful. The plan gives the librarian an opportunity to make local space available for more important or more frequently used material without irrevocably discarding or surrendering future rights of access to an item for which the probable demand is slight. Since the Center distributes catalog cards or other descriptions of all its holdings to its members, participating libraries should be able to discard directly titles that are no longer needed locally if a copy has already gone to the Center; and, even more significantly, a member may, if it wishes, decline to acquire a title that it finds is already available from the Center.

The Center has gone one step further by setting up its own acquisition program. While the acquisition program has moved slowly and is still being viewed with fear and apprehension by some member university presidents and librarians, it seems altogether likely that joint acquisitions will continue to expand

slowly because of the important savings they can create for all member libraries. The Center is, for example, acquiring the current documents of the forty-eight states (and has consolidated the retrospective state documents holdings of many member libraries to the enrichment of the region), thus relieving the member institutions of acquiring all but the most needed state documents. The savings in space, acquisition and cataloging effort, binding, etc., can obviously be very substantial. The Center has several other acquisition programs that are quite similar.

In summary, there can be little doubt that the Center has saved space and money for most of its members. It has extended the joint resources of the region. How much further it can go in expanding its program is difficult to determine. We do not yet know too much about the effects on scholars of the brief delay in access, nor do we know how well users are able to identify relevant resources—largely unknown in the usual library also. The major difficulties thus far have grown, not out of these problems nor those of a technical or procedural nature, as one might have expected, but instead out of the different concepts of the member institutions as to the services and resources that must be provided locally and those that can successfully be provided through the Center by joint action. For several years there has been a substantial interest in the Northeast in creating a regional library, but these different views as to its scope, services, location, method of support, etc., have not yet been resolved. Other regions of the country have watched the Midwest Inter-Library Center with interest, and more such libraries may come into being.

The other cooperative venture is the Farmington Plan, in which a large number of libraries have tried to insure a more thorough coverage of current foreign monographic publications by agreeing to accept on a blanket basis all publications from a certain country or all publications in a certain subject from a series of countries. The Plan has undoubtedly achieved its goal of more inclusive coverage. We doubt, however, that it has had any very material effect upon the growth and coverage problems of individual research libraries. The reasons seem to be that access to Farmington Plan publications seems too uncertain and difficult, scattered as the books are through many different libraries, and with, at the moment, only very limited bibliographical informa-

tion about them readily available in the average research library. Under such circumstances, there is likely to be a disposition to go ahead and order a book in question. With more direct knowledge of holdings and more direct patterns of accessibility—if, for example, the Farmington books for the Midwest had gone to the Midwest Inter-Library Center—the acquisition patterns of the local libraries might be reduced perceptibly for many publications that are marginal to the institutions' current interests.

It has been argued by several distinguished librarians that a national plan of subject specialization among libraries for retrospective as well as current publications is the best—and some say the only—solution to both growth and coverage problems.[7] Such a scheme would seem to offer major economies in effort and cost, but it has inherent in it difficulties that may be extraordinarily difficult to overcome. In such a plan, University A accepts the responsibility for collecting comprehensively or exhaustively in, let us say, physics; University B accepts the same responsibility in chemistry, etc., through the entire range of books and knowledge. The plan does not prohibit University B from acquiring any books it wants in physics, but it assumes that B will limit its acquisitions and holdings to the most essential materials and borrow the rest from A and other universities or research libraries. Such cooperation is achieved automatically where a university already has a major, sustained interest in a field, and where other institutions have only a limited interest. Cornell's Icelandic collection is the most frequently cited example. Few universities today seem likely to embark upon a comprehensive program of collecting Icelandic literature. But this very illustration seems to point up some of the inherent difficulties in the plan. A university faculty that has a major interest in a subject field is unlikely to be satisfied with a plan that puts the major collection in the subject in a distant library with physical access to the material a matter of inter-institutional courtesy and considerable delay while the location is determined and the materials are borrowed. A direct access to complete locational bibliography and even high-speed, low-cost facsimile transmission of texts from one institution to another would not

[7] R. B. Downs, ed., *Library Specialization: Proceedings of an Informal Conference Called by the ALA Board on Resources of American Libraries, May 13-14, 1941* (Chicago: American Library Association, 1941).

overcome some of these admittedly traditional objections.

Even more fundamental is the impact upon the institution collecting in the special field. If knowledge and books continue to increase in the field of specialization, and if comprehensive coverage is deemed an imperative concomitant of the plan, more and more space and money will have to be put into the special field. If the library's total resources in space and money are growing equally rapidly no great difficulty may appear, but if these resources level out or, even worse, are curtailed, then an increasing proportion of the specializing library's resources will have to be put into materials in the special subject for which the library has accepted responsibility. Even this might not prove too awkward if the specializing institution retained its major interest in the speciality. But any history of universities suggests that sustained high-level interest and academic strength in a particular subject are relatively rare. Academic departments wax and wane in strength, and the high inter-institutional mobility of faculty members in American academic institutions is a tradition of long standing. Even where the faculty members remain the same, they are free to change their subject interests, and it is a freedom they are not likely to surrender. Inter-institutional subject agreements to be helpful must be reasonably permanent; some of their difficulties in this connection will become apparent if you will try to determine what your library would probably have chosen to specialize in fifteen, twenty, or twenty-five years ago and compare it with the subjects you would like to specialize in today. They will seldom be the same.

The response to this generally acknowledged situation is that it is extravagant and wasteful with respect to research library resources, and that every university cannot expect to conduct high-level research and graduate instruction in every field of knowledge. This is perfectly true, and in practice universities do not, of course, conduct high-level research in all fields of knowledge simultaneously, but they have traditionally been free to do so. While universities have long recognized that it is not fruitful for all of them to engage in every discipline, the practical effects of this have been noticeable primarily at the level of the professional school and in subject areas where the equipment—other than libraries—is notoriously expensive or the teaching and

research personnel scarce, or the number of interested students has characteristically been small. In the major, traditional, basic academic disciplines it seems to me very unlikely that many universities will take a position in which they assert that they will not support or permit extensive research and advanced teaching. To be most effective, library specialization based upon a division of subject fields demands such institutional limitations, and they must be long-term limitations.

There is a final difficulty; the division of books into neat subject compartments is by no means easy, and some will declare it to be impossible. Thus the books which University A is specializing in may be equally relevant to the studies and subject speciality of University B. While books and scholars may both be forced into nice systematic compartments, both groups have a tendency to keep popping out and moving into adjacent fields and into what often seems to be singularly remote subject areas. Despite increasing specialization of knowledge and scholars, the constant vigor of research in inter-disciplinary fields suggests, in addition to the reasons already cited, that efforts to attain a sustained, comprehensive, and systematic national plan of library specialization by the division of subject fields among universities may possibly be doomed to failure because of inadequate recognition of these basic intellectual forces. In this vein Mortimer Taube has taken the position that literature cannot really be divided in this way and still be useful in historical studies, where the problems are most acute.[8] A recent study of the material used in the preparation of doctoral dissertations also suggests basic intellectual problems to this cooperative approach.[9] Clearly where universities can limit their fields of endeavor—and abide by the decision—the available resources—library and otherwise—will go further and dilution will be avoided, but this does not mean that the major research library obligations can be materially modified by inter-institutional subject specialization agreements.

It will be seen that both of the cooperative schemes described result in two major changes from traditional library-scholarly

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[8] Mortimer Taube, "The Realities of Library Specialization," *The Library Quarterly*, XII (1942), 246-256.

[9] Rolland Stevens, "The Use of Library Materials in Doctoral Research, A Study of the Effect of Differences in Research Method," *The Library Quarterly*, XXIII (1953), 33-41.

relationships: 1) the scholar must be able by means of citations, bibliography, checklists, or similar devices to establish the probable relevancy of a particular item to the work in hand (in other words he can no longer count on finding his material by walking through the bookstack of a library or by thumbing through volume after volume of a large unanalyzed set), and 2) there will be a delay in getting the material to him after he has determined what he needs. The kinds of books that can be used under these conditions with the least impairment of good scholarship are, to say the least, not well known. The working scholar's initial response to any proposal that seems to make any considerable number of books less accessible is likely to be something less than wild enthusiasm, for traditionally, a book not in the local library, even if available on inter-library loan, has not been regarded by the man who wants to check something in it, as very accessible. Many faculty members are likely to welcome new schemes of library operation involving deferred access to certain kinds of material only as they become convinced 1) that a continuation of the present methods of collecting and making materials available may lead to quite unreasonable capital or operating costs in relation to any probable gains, or 2) that the traditional methods are already too cumbersome and expensive for current needs, or 3) that some alternative scheme might greatly extend access to needed resources at relatively little cost and not too much inconvenience.

As soon as one begins such an analysis, it quickly becomes evident that the problem is not simply what materials can be used with some form of deferred access, but what materials are really needed for current and future scholarly operations and how these materials are used and thus most usefully made available. A recent report on problems of library growth by a special committee of the trustees of Harvard, Yale, Columbia, and the New York Public Library said that answers were needed to such questions as the following to assess the merits of a joint integrated storage library:

> What is the bulk of such material which would be removed from present collections?
>
> What use of the joint library would be expected; how frequently, by whom, how, and for what purposes?

> Is there a practical basis for eliminating entirely from the libraries of the Northeast, materials with little inherent value to society in the future?[10]

The trustees hastily point out that "These questions are so vast and complex that the main challenge presented to your Committee is not merely to ascertain what facts are needed to arrive at a sound course of action, but rather *how* to gather these facts accurately and expeditiously."

To gather these facts the committee must begin to ascertain more than any of us now know about the characteristics of large numbers of books, the habits and needs of scholars in relation to print, and the relationship in all of this between values and costs. The latter is an extremely important part of these considerations. What is research worth? How much should a university spend in the pursuit of knowledge? What is an education worth? What is the value of an idea? The elusive and highly intangible quality of these matters requires no elaboration before an academic audience. Yet these are the intangible reasons for which the research library exists, and, if the library is weak in its resources and inadequately supported, these weaknesses will inevitably be reflected in the educational and research programs that are dependent upon library resources.

But simply because many of the ultimate qualities of a library and of scholarship are intangible does not mean that the processes of both, particularly in relation to one another, should be exempted from objective observation and analysis. And indeed these matters have not been entirely neglected; we are beginning to learn a little more about the kinds of material that appear to be essential in the support of serious research and how these materials are used. For the most part, these studies so far have revealed nothing startlingly new nor unexpected, but they have confirmed and extended some ideas about research literature that, with further study, may help us to plan a more sensible and efficient research library structure than the one we now have. A number of these studies have been based upon a careful exam-

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[10] *Progress Report to the Trustees of Harvard, Yale, Columbia, and the New York Public Library From Its Special Committee to Consider the Problems of Library Growth* (New York: Cresap, McCormick and Paget, 1952).

ination of the characteristics of the literature cited by scholars in their own work. Citation analyses are subject to all kinds of flaws—one of the most common being stated in the maxim "what was cited wasn't read, and what was read wasn't cited"; nonetheless, the data may be helpful until more precise research techniques can be developed to give us a clearer picture of the scholarly uses of print.

A number of these earlier studies investigated literature characteristics in the sciences, simply because the more compact literature of science, in terms of age and the heavy dependence upon serial and periodical publications, made it easier to approach. Almost any physicist will tell you that physics publications more than a few years old will be of very limited usefulness to the scholar or student of modern physics. To what extent can this be confirmed? By way of illustration, an analysis of certain carefully selected scholarly journals in physics published in 1939 revealed that some 88 per cent of all references to serial articles were to articles that had appeared within the previous ten years—surely evidence that there is a fairly high rate of obsolescence in physics serial literature at least as measured by frequency of citations.

In chemistry the rate is not as high, but even so some 71 per cent of the serial references were only ten years old or less at the time they were cited in 1939. References in chemistry that were eleven to fifty years old at the time they were cited amounted to 26 per cent of all serial references, which may be compared to the 11 per cent of serial references in physics that were this old.

Other relevant characteristics of the materials used by scholars emerge from careful analyses of such factors as subject and title dispersions, the countries in which cited literature is published, the form in which the used literature appears, etc. Studies in history, literature, political science, sociology, economics, etc., reveal literature citation patterns that present, as one would expect, both similarities and sharp contrasts from one discipline to another. In some disciplines the current literature seems to be more or less quickly superseded almost in its entirety. In others, such as history, there appears to be only a limited pattern of

obsolescence, while in still other disciplines, distinct parts of the literature are apparently superseded in terms of frequency of use. Modern books on philosophy are a fairly obvious example; many of them seem to fall into disuse fairly quickly, while the classical works remain as popular as ever.

Some of the results of citation analyses have proved interesting when compared with the actual frequency with which books of different kinds seem to be used in a research library. Analysis of the use of books in a library is a complicated business. It is subject to hazards quite similar to those governing citation analyses: much library use is quite unrecorded and, as any user of a library is well aware, a record of circulation does not mean that the book borrowed was ever read. There are statistical problems too: of any one thousand books, some are likely to have arrived in the library yesterday and have not yet had a chance to be used, while others may have been sitting on the shelf hopefully for fifty years. In most libraries, changes in circulation systems will also raise serious questions about the adequacy and reliability of the data on the earlier use of particular books. Recognizing all these, and many other unlisted but equally dangerous traps, what is the evidence? Again, it bears out common knowledge: most of the recorded use of a large research library is produced by a relatively small percentage of the books in the library. In one study[11] of this problem at the University of Chicago, the following results were obtained: In physics only 3.4 per cent of the collection appears to produce some 42½ per cent of the total use, 8.7 per cent of the collection supplies 61 per cent of the use, and all apparent recorded use is met by 52½ per cent of the collection on a volume-by-volume basis. The results were similar in many respects in chemistry, botany, and zoology—in all three instances less than 50 per cent of the collections supplied 100 per cent of the use.

A similar study[12] in the social sciences and humanities revealed that use is more widely scattered, but even so, that some 30 to 40

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[11] Hal Smith, "The Recorded Use of a University Library's Books in Two Areas: Biological and Physical Sciences," Unpublished Master's Thesis, University of Chicago, 1951.

[12] Lilian E. Middleswart, "A Study of Book Use in the University of Chicago Library," Unpublished Master's Thesis, University of Chicago, 1951.

per cent of the books in the collections will produce about 85 to 95 per cent of the use and the quantity of material showing no recorded use at all will also be high (30 to 45 per cent). Some of these percentages are probably quite different for libraries of different size, and they will certainly be affected by local curricular and research patterns.

It is evident however that the supplying of the last few percentage points of use in a research library requires geometrically increasing numbers of books and that most of these books will be used very seldom and many of them not at all. These circulation studies also suggest that the use of a book in the first five years after it is acquired may be a crude index of its probable use thereafter. There was a surprising agreement in this respect among all the subjects studied. Of the books that were not used at all during the first five years they were held by the library, some 60 to 70 per cent showed no subsequent use. And when these books *were* used subsequently, the use appears to be very infrequent and widely scattered. While this may sound wasteful, the problem of the research library is made clearer if the figures are presented the other way. Of all the books in a research library that showed no recorded use at all during their first five years in the collections, some 30 to 40 per cent of them will be used at least once later.

The present data *tend*—and the highly tentative nature of this must be emphasized—to suggest the following points: 1) A very high percentage of the literature needs of distinguished research in many subject disciplines can probably be met with a very carefully selected collection, the size of which, while still unknown, may be considerably smaller than has commonly been supposed to have been necessary. 2) If this collection is kept closely matched to the demands of many disciplines, its contents will change as the state of knowledge or fashions of study change. 3) To supply the last few percentage points of total research use, i.e., the last 90 to 95, or 95 to 99 per cent, will require extremely large book collections in many disciplines. Indeed, the last per cent or fraction of a per cent will require collections so large as to be well beyond the means of any single institution except in very narrow or modern specialities, for the collection that is to supply all possible use would clearly have to contain all the books

in the world. The great bulk of this mass of material that is to satisfy the last few percentage points will, of course, be used very infrequently if at all. 4) Certain kinds of research studies, most typically those of an historical or literary nature, will not follow these patterns. The required literature in these instances will be dependent solely upon the topic chosen for investigation and is likely to be of the infrequently used type. These topics are not likely to be very predictable. 5) Only in literature, bibliography, and a few similar areas does it seem likely that a basically accumulative pattern of local library growth may be indispensable to good research *if there are other means of gaining quick and easy access to the infrequently used materials when they are required.* 6) Different treatments and patterns of access to parts of very large research collections may be both feasible and desirable.

It would be highly premature at this point to try to make more specific judgments as to the long-range significance of studies of these kinds for the research library. The research methodologies are still tentative and unsatisfactory in many important respects, and the data are much too meager and scattered. Nonetheless we believe that data of this kind are helpful in describing more precisely the complex phenomena that occur in the use of books by serious scholars. Furthermore we are convinced that no rational solutions of the major problems of the larger research libraries are likely to emerge except as we improve our understanding of what scholars use; what they could have used, but didn't; how they identify what they need; and the extent to which serious studies are impaired, postponed, or otherwise affected by the availability of research library resources.

Although studies of the type described do not yet justify any firm conclusions about the future research library, it is interesting to speculate upon the kinds of changes that could occur or that seem already to be occurring.

In the first place it seems evident that bibliography of all kinds and for a great variety of purposes will be increasingly conspicuous in the future research library. Bibliography will be in the form of monographic books, cards, serial publications, and, more likely than not, parts of it will be on punched cards, magnetic tapes or drums, film, and other media, with high unit capacities

and capable of very fast manipulation for purposes of selection and analysis. It will be produced by scholarly organizations, national libraries, governments, inter-library cooperation, individuals, corporations, and many other agencies. Its proper application to local problems will make constantly increasing demands upon the professional skills of librarians.

The necessity for bibliography is, I think, fairly obvious. Although libraries are growing rapidly, they are almost certainly not growing as rapidly as print itself. In consequence, the percentage of the universe of print contained in the individual library seems likely to be a gradually declining one. Since the boundaries between what is relevant to serious investigation and what is irrelevant have yet to be drawn—and may never be—bibliography, and greatly improved bibliography at that, will be a prime essential to the scholarly constituency of any research library. Furthermore some of the more space-consuming elements of the present library, e.g., the effort to arrange the books on the shelves in accordance with elaborate subject classifications, are devices that seem designed to make up, in part at least, for bibliographical deficiencies. Possibly in the library of the future, bibliography will become good enough to make it so superior an approach to information and print that the effort to arrange large numbers of physical books by subject can be abandoned, since such arrangement inevitably results in many arbitrary decisions. In fact the total effort given to local cataloging is likely to be minimized as the national, subject, and other forms of bibliography improve. Incidentally, it is evident that, if satisfactory bibliographical apparatus is to be constructed, scholarship itself needs a greatly improved understanding of its own needs and methods.

A second change in the future research library is the probability that the books to be acquired and retained in original form in the local library will need to be subjected to much more rigorous appraisals than have been common in the past in order to try to judge the probable current and future usefulness of the material. It may no longer be possible to say of a book simply that someone someday may wish to look at it. Such a judgment is almost infallible, but it may not be sufficient for the future building of a strong research library. Present canons of selection are often singularly broad and inclusive—and often for the very good rea-

sons that I have tried to make clear—but the space and the overhead costs in relation to the scholarly benefits may simply become too high to continue what often seem to be collecting policies that go beyond probable needs. As a library grows and its collections become more inclusive, acquisition policies tend to become increasingly inclusive also.

If scholars and librarians are going to cast a more critical eye on what goes into research collections—as I think they will—then they are also logically forced to take a more critical look at what is already there. In both contexts we encounter the plight that I have already referred to: the librarian has heretofore had no real choice between indefinite retention and outright discard. One of the most logical and economical solutions to the preservation of many such books seems to be the regional or even a national cooperative deposit library. Such libraries can also play a very significant rôle by acquiring much marginal material either directly or by transfer from the current acquisitions of member institutions. This concept of a major, continuous withdrawal of less useful or largely superseded materials will require intensive study and great care in its implementation.

A fourth category of change would be related to technological developments. One author[13] has already suggested that the local research library may be entirely superseded by high-speed, low-cost facsimile transmission from one or a few comprehensive collecting centers. One would simply dial for the texts desired, and they would start feeding out of a box either in what survives of the local library or in the scholar's office. Alternatively, an image of the desired text would appear on an electronic screen, while the pages would be flipped by pressing a button. Mr. Ridenour did not suggest it, but when pressing the button grows tiresome, it may be only a matter of time to go to the next step: merely to fasten two electrodes from the central transmitter to a suitable part of one's scalp and have the desired information fed electronically directly to the brain—preferably while sleeping. With the possible exception of the last step, none of this is impossible, for most of the basic technology is already in being. An affection for books and a mild fear of technological unem-

[13] Louis N. Ridenour, *Bibliography in an Age of Science* (Urbana: University of Illinois Press, 1951).

ployment induce me to pass hastily on to other technological alternatives—equally repellent to some librarians and scholars I am sure, but perhaps less distant than the vista just described.

It may be possible by means of high-reduction microfacsimile techniques to store an immense amount of information in a very small space. Let us suppose that this great corpus of books or knowledge could be reproduced inexpensively and thus widely distributed. Let us also suppose that either built-in or auxiliary bibliographical techniques can be developed to assure good access to the contents of the corpus. This mass of material could obviously be added to routinely by massive selection from both the current output and deteriorating wood-pulp materials on which copyright has expired; these copies could be distributed automatically by blanket subscription or something of the sort. I would conceive of this material as a supplement to the regional library and the local, more dynamic book collection, but it could obviously supersede large parts of the regional library and perhaps much of the local research collection as well.

The microtext suggested here will differ in important particulars from what is now in common use. The reductions will be moderately high, making it possible to handle large quantities of text on a relatively small surface and in a small space. The costs of the original reproduction must be much lower than anything we are now accustomed to. Preferably the costs should be less than the current annual cost of storing a book in original format in the average research library. The microtext will be in a form that is reproducible quickly and very inexpensively in the local library. In consequence it will be quicker and less expensive to make a copy of such a microtext "book" on demand than to charge a conventional book out of the library and return it to the shelves. The recipient will therefore keep the microtext permanently—in the meantime the library's microtext "master" will remain instantly accessible for the production of another copy for another borrower or for consultation in the library.

Each scholar would normally have his own microtext reader just as he now owns his own typewriter. The projectors will, of course, be easy to use, free of eyestrain, inexpensive, and capable of producing paper enlargement prints quickly and inexpensively

when the scholar needs a full-size copy for purposes of comparison, detailed consultation, editing, etc. Under the conditions described, one can visualize a research library of great scope, occupying a moderate amount of space, and providing a high level of access to both frequently and seldom used materials. One can also see the possibility of the individual scholar having at his fingertips as extensive a collection as he needs of the works relevant to his own studies or investigation. This microtext, it should be emphasized, would serve as a supplement to a conventional—and still large—book collection; I do not believe that it is likely to take its place.

In gazing into the future, experience suggests that our visions of what can be accomplished are more likely than not to fall far short of reality, and the illustrative ideas outlined here for changes in the research library are neither very revolutionary nor very new. Almost every technical or organizational element suggested has either been realized or appears sufficiently well developed in the general state of technology as to present few obstacles to its full technical development if we want it and *can pay for it.* In consequence one can probably anticipate that the changes outlined for the research library are not nearly radical enough, yet we must also recognize that neither the research library nor scholarly methods are changed easily. Experimental alterations in the procedures for arranging or making accessible hundreds of thousands or even millions of books, each of which must be uniquely identified, are not made lightly or inexpensively. It is for reasons of this kind that the university library may sometimes seem more inflexible and more rigid than it really wants to be.

Yet the advancement of human knowledge and understanding are goals that civilized men must hold high. Full and easy access to the record of what man has thought and achieved in the past and what our fellow men are now thinking and achieving are indispensable to any real advancement of knowledge. The university library is the principal instrument of society by which this record of the past and present is maintained and communicated. The techniques employed by the research library for accomplishing these goals must be kept on a par in imagination, resourcefulness, and efficiency with the importance of the goals themselves.

library lecture number nine

UNIVERSITY OF TENNESSEE LIBRARY, MARCH 7, 1957

By Robert Vosper

Director of Libraries
The University of Kansas

A Rare Book Is A Rare Book

Your chairman is obviously both a perceptive and a kindly man. When first he wrote me about this session, he asked if I might be interested in saying something about rare books or special collections. Now this is not a subject on which I am any kind of expert, but it just happened that I was interested in such a possibility. So your chairman must be uncommonly perceptive. Kindliness is evident in his willingness then to let me go forward without further limitation. I doubt that even now he has any idea of the tack I will take, for the title which I sent him is a bit dishonest. I am not going to try seriously to define rare books as such. The title "A Rare Book is a Rare Book" is merely a phrase I have used occasionally and enjoyed for its Gertrude Stein-like style and so I wanted to get it into print before someone else should use it. Actually I was pleased to have the invitation because I have recently been interested in enlarging upon a general statement I had made in an earlier article, in order to look a bit more into the changing attitude toward rare books in American libraries. In the April 1955 issue of *Library Trends* I had this to say:

> This is not the place to go further into the vexing question of what is a rare book and why, but it needs saying that, on this whole matter of the scholarly importance of rare books and their place in libraries,

> librarians appear to be coming into a period of maturity and sanity. To be sure, not every librarian and scholar agrees in the matter, and the term "rare book" still retains enough pejorative sense to some people that many libraries now hide behind the phrase "special collections." Nonetheless, the mere titles of recent publications from Minnesota and the University of California at Los Angeles suggest the saner trend, as does the development in recent years of effective rare book programs and rare book rooms in many university libraries. Thus the period when most librarians and scholars expressed an immature disdain for rare books and many rare book curators, in self-defense, were only lily-white and captious, is left behind.[1]

A bit more reflection and some pleasant re-reading of such literature as is available on the subject leads me now to feel secure in that original statement and prepared to discuss it a bit with you today.

Over the past three or four decades there has indeed been a significant change in the development of rare book collections in American university libraries and in attitudes toward rare books. The earlier situation is best exemplified by the late Randolph G. Adams' amusing but scathing article of 1937 with the classic title "Librarians as Enemies of Books."[2] From the ramparts of Michigan's Clements Library, an island of culture surrounded by barbarians, the colorful Curator of the Clements sent his barbed arrows down upon those crass librarians and "mere scholars" who were insensitive to the spiritual values in rare books.

"Good taste and discrimination cannot be taught in schools of library science," said Adams, "and university degrees do not necessarily imply attainment in scholarship." He lashed out against the "public-service expert and his unholy passion for 'interlibrary loans,'" against the teacher who "thinks nothing of turning fifty pairs of grimy hands loose on the library's only copy of a fine book," and against the Gopher Prairie library where "a

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[1] Donald G. Wing and Robert Vosper, "The Antiquarian Bookmarket and the Acquisition of Rare Books," *Library Trends,* III (April 1955), 385-392.

[2] Randolph G. Adams, "Librarians as Enemies of Books," *Library Quarterly,* VII (July 1937), 317-331.

first edition of Hawthorne's *Scarlet Letter* is intrusted to a part-time page boy, who tosses it on a shelf alongside the 'Everyman' or 'Modern Library' edition of the same book."

Today most of his argument on this point seems a bit strident and precious, but as we may see, there were solid reasons at the time for his strictures, and one must recall at once when selecting this particular thesis, that the total contribution of Randolph Adams to scholarship, both directly and by way of librarianship, was very great indeed. The point here is that he clearly identifies the attitudes of his period toward rare books—a period when many librarians and scholars took a narrowly utilitarian attitude toward books, a period when the dominant, in fact almost the only, rare book collections of significance were in separate institutions rather isolated from university centers of research and perhaps too closely wedded to a private inheritance, a period when the rare book curator was indeed a rare and private breed. This was the period of the earlier Huntington and Folger libraries, for example, before men like Louis B. Wright slapped the vital breath of genuine scholarship into them. This was a period when the average working librarian knew nothing of rare books and had seldom seen a live rare book curator, a period when such a curator, in splendid isolation and sensitivity, damned all comers and especially the gawky rank and file of the American Library Association.

One occasionally hears the Adams tone in later days. As recently as 1949 John Cook Wyllie[3] of Virginia in a rather embittered speech pointed out that "the gap, of course, between the corporate A.L.A. member and the bibliophile is very wide, and I am not sure that I would know how to bridge it if I tried." Noting that the directors of the great rare book libraries did not join the ALA, he merely asked, "And why should they?" It was his opinion that if called on to speak before a general ALA session he would feel like "a missionary among the headhunters, full of apprehension and low cunning, momentarily more concerned with saving my own head than in preserving the unregenerate souls of my listeners."

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[3] John Cook Wyllie, "The Need," *College and Research Libraries*, X (July 1949), 291-294.

Fortunately for society and the world of books, this attitude is atavistic and the lily-white and captious curators are being replaced by, or at least outnumbered by, a saner and a better tempered breed. At one pole is the Adams[4] search for a term he could use "to indicate that we are referring to the library wherein the technique of administration must be almost diametrically opposed to that which must prevail in the library which is trying to serve the *demos,* the library where the emphasis is placed not upon *use,* but upon *conservation.*" At quite another pole Emerson Greenaway, the imaginative librarian of the Free Library of Philadelphia, in 1956 wrote an article on "Rare Books in the Public Library"[5] in which he expressed a generous desire to use rare books as a natural and integral part of the public library's educational program. Here is a librarian warmly interested in serving democracy with rare books, rather than worried by the intrusions of the *demos.* Perhaps the change was hastened or stimulated by the barbs of men like Randolph Adams, who were to be sure prescient pioneers of a kind; but whatever the causal relationship, I think the change is clear, that it is salutary, and that it has come about with rapidity.

In a very real sense the Greenaway article, reflecting as it does a newer and saner attitude toward both rare books and the general public, might be used as the antithesis to the Randolph Adams article of 1937. Certainly the Greenaway article displays with intelligence, taste, and assurance a quite different outlook and temper. However, for the purpose of this discussion I want to propose as another contemporary and antithetical milestone the successful establishment in 1954 of a Committee on Rare Books, Manuscripts, and Special Collections by a division of the American Library Association. This meant clear recognition that rare book collections are increasingly a significant and integral part of the total library economy rather than a separate island, and clear recognition of the need for cooperative effort on the part of all librarians concerned with various aspects of the rare book program. The charter of that Committee reads as follows: "To promote wider understanding of the value of rare books to scholarly research and to cultural growth; to encourage a

[4] Adams, *op. cit.*
[5] Emerson Greenaway, "Rare Books in the Public Library," *Library Journal,* LXXXI (October 1956), 2135-2140.

more enlightened approach to the care, use, and recognition of rare books in all libraries; to provide a meeting place for the discussion of problems common to the rare book librarian. . ."[6] I assume that both Adams and Wyllie would approve this declaration of intention, but with some surprise.

Having thus suggested a marked change in the rare book atmosphere, involving on the one hand a greater sophistication among the general ranks of librarians and scholars and on the other hand an increasing democratization of rare book specialists, perhaps I may argue the point in some more detail by touching on a few high points along the way, but without pretending to offer anything like a history of the subject.

We might say that the compelling stimulus to thinking and activity in the rare book field in this country came during the period of the mid-twenties and early thirties when the great separate rare book libraries first got under way, established by the industrialist rare book collectors. In fact W. W. Bishop in 1933 reported in the *Zentralblatt für Bibliothekswesen*[7] that with the rise of these great rare book libraries, American librarians for the first time were faced with the consequent curatorial and scholarly responsibilities long known to European librarians. The Huntington trust deed was in 1919, although the library did not actually function as a public institution until a few years later, the Clements in 1922, the Morgan in 1924, the Folger in 1930, and the Clark in 1934. To be sure, the John Carter Brown had been established as early as 1900, but it was rather an isolated case. And from 1934 it is another long dry haul to the creation of the Rosenbach in 1952. The central period in the development of these independent rare book libraries as public institutions came then in the mid-twenties and a bit later. They arose full blown like Juno, richly stocked with precious books and manuscripts, well-heeled financially, and based deeply in a private tradition. It is true that the Clements, the Folger, and the Clark, as well as the earlier John Carter Brown, were placed in conjunction with universities, but their administrative integrity was carefully maintained and their early relationship to the respective

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[6] *ACRL Organization Manual* (Chicago: American Library Association, 1956).

[7] William Warner Bishop, "Some Newer Responsibilities of American Librarians," *Zentralblatt für Bibliothekswesen,* L (1933), 106-111.

university libraries was often that of a jealous truce.

There were likely good reasons for assuring this degree of independence. At least Randolph Adams[8] reminds us, of such gift-agreements in general, that "these legal contracts show what librarians are likely to do and what they must be restrained from doing." At any rate, prior to that period one finds little discussion of rare books in library literature.

A 1911 report, to present one earlier example, on rare books at Columbia, and there were, to be sure, some impressive holdings at a time when Columbia's total holdings were only about half-a-million volumes, was called "University Library Collections: Monumenta and rariora."[9] Those latter words pretty well set the tone of the note which speaks in a rather awestruck manner about "rare curios" and gives little indication of their scholarly or cultural value. This sentence, it seems to me, is significant: "Where books were bought, they were bought exclusively on account of their practical value. Often, however, books of no great practical value, but of great rarity, were given by friends *ad majorem gloriam almae matris.*" This is a tone one will continue to hear, one that echoes even occasionally today. Here is the clear dichotomy between the "practical" value of useful books which one can justify purchasing and, quite on the other hand, the treasured rarities that leave one breathless—and never the twain shall meet. I think I may suggest here that today we have pretty well found some links that effectively join the two.

These links include the growth of historical studies, even in the sciences, that require dependence on original texts, the development of analytic bibliography as an academic discipline, increased study and teaching relating to the history of books and printing, and generally a more humane and more knowledgeable concern for our cultural heritage and the key place books have held in maintaining and furthering that heritage.

But it took several years for this connection to be made. As recently as 1931, at the height of the rise of the great rare book libraries, the late scholarly and beloved Professor Pierce Butler

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[8] Adams, *op. cit.*

[9] V. G. Simkhovitch, "University Library Collections: Monumenta and rariora," *Columbia University Quarterly,* XIII (1911), 173-182.

was disturbed by the phenomenon.[10] "The cult of rarities," he said, "however worthy in itself, has few points of contact with the library's main social function. . . In the main there is no direct correlation between bibliophily and scholarship." Professor Butler was too subtle a man to make this a completely unmodified statement. He understood the emotional and esthetic values in some books but urged that these factors should not curtail the primary effort of scholarship. It might be well at this point to suggest, however, that the American university perhaps must be responsible not only for the preservation and development of scholarship but also for the preservation and development of cultural values. My own Chancellor at the University of Kansas, for example, has made this a primary statement of university purpose.

In fairness to Pierce Butler I should remind you that he made a special plea for acquiring the ordinary manuscripts of the fifteenth century rather than the elaborate Books of Hours and for acquiring masses of the ordinary printed books of the seventeenth and eighteenth centuries rather than more copies of the great books. With this no one can quarrel, but the interesting turn of events is that the very manuscripts and books he required are now being gathered in by both libraries and bibliophiles, for the term "rare book," at least as many see it, is by no means limited to "high points" and expensive books. The more recent understanding is that "rarity" in books need not be tied only to monetary values. "Scarcity" to be sure, but many scarce books are inexpensive, and "value" to be sure, but valuable to whom and for what purpose?

An interesting corrective to Pierce Butler's criticism of bibliophily is provided by Michael Sadleir's magnificent group of minor nineteenth-century English novels, the "ordinary" books of their time, originally scorned and forgotten by both scholars and librarians.[11] It was a bibliophile's act of high imagination to gather them together in the mid-twentieth century when they were still cheap on the market but difficult to locate. Now they are the prized possession of a major American university where

[10] Pierce Butler, "The Dentition of Equus Donatus," *Library Quarterly*, I (April 1931), 204-211.

[11] Michael Sadleir, *XIX Century Fiction, a Bibliographical Record* (Berkeley: University of California Press, 1951), 2 volumes.

the English Department is distinguished for scholarly publication in the field of nineteenth-century literary studies. Nowhere else, not even in England, can a scholar so readily find these "ordinary" novels together in quantity. Since this collection was made and a bibliography printed, the market value of the books themselves has risen, but that is another matter, and these are clearly rare books in any terms. Here bibliophily has direct correlation with scholarship.

A further and amusing commentary on the Sadleir collection is provided by an article written in 1937 by Messrs. Arlt and Lund from the very university that now boasts of owning the Sadleir novels.[12] Quite bluntly they declared that "the amount of money that has been expended and is being expended by universities in the purchase and preservation of so-called 'rare' items (i.e., books valuable for other reasons than their subject matter) is out of all proportion to the library budget as a whole. Since there are private or specially endowed institutions that make it their first concern to acquire and preserve in proper fashion such books and since there are in nearly all cases less expensive reprints or editions much more useable and more satisfactory to the person interested in their contents, it seems that the task and present policy of the university library needs more valid support than that furnished by the bibliophilic tradition."

Now a significant aspect of the Sadleir group of English novels is that for many of them "less expensive" reprints are readily available, but of course taste in scholarship changes as does taste in bibliophily. Let this example provide a solid warning to all solemn scholars and librarians of little faith and less imagination.

But let us return and pick up the trail. I think we can see in Pierce Butler's distress over "the cult of rarities" and the Arlt-Lund plea for "less expensive reprints . . . more satisfactory to the person interested in their contents" something of the attitudes against which Randolph Adams rebelled so vehemently.

The first clear indication of the rather widespread growth of rare book collections *inside* general university and college li-

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[12] Gustave O. Arlt and John L. Lund, "The University Library: Some Thoughts about its Past and some Questions about its Future." *Library Journal*, LXII (October 1937), 766-769.

braries appears in a 1928 article by Frank K. Walters of Minnesota, reporting on a questionnaire sent to twenty-three institutions.[13] The basic point of view was that " 'rare and expensive' books need protection," but Mr. Walters found "no definite standards for determining rarity." At this stage in growth most rare book collections were housed in the librarian's office, in a vault or locked cabinet, or in a closed-off stack area. The separate rare book department charged also with public service was hardly known, and collections were probably too small to warrant it. There could be little criticism even now of the sense of responsibility for safeguarding valuable books that is evident in the article, but one comment particularly embodies the rather inflexible, undiscriminating point of view that correctly raised Randolph Adams' hackles. This was the conclusion that "most of us work on the assumption that the treatment of library books by the library staff, whatever the character or probable use of the books, must be standardized." On this matter also I think that we can rightly say that librarians have learned a great deal in recent years. Discrimination is a high professional responsibility at many points in library work, and nothing could more effectively weaken the reputation of librarians than insistence on indiscriminate standardization.

I cannot overlook here an amusing aspect of the Walters article. Although planned in terms of what we generally recognize as rare books, the article gives a remarkable amount of attention to "books that might bring the blush of shame to the cheek of modest youth." Probably the Walters tongue was in that cheek, but apparently to his correspondents the question of erotica loomed far larger than the problem of rare books.

Ten years after the Walters survey, and a year after the Randolph Adams article, a University of Illinois thesis presented another and more detailed survey of administrative practices involving rare book collections in college and university libraries.[14] The turning point apparently came at about this time.

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[13] Frank K. Walters, "Safeguarding Rare and Expensive Books in University and Reference Libraries," *Library Journal,* LIII (September 1928), 733-738.

[14] Lucile Huntington, *Rare Book Collections in College and University Libraries: A Survey of Administrative Practices* ([Urbana] University of Illinois, 1938). Master's thesis.

Earlier and rigid practices had culminated in the Randolph Adams condemnation, but Miss Huntington's thesis in 1938 revealed a widespread, intelligent concern with the care and use of rare books, even though many of the collections reported on were probably not yet of major importance. In fact Lawrence Powell, a leader in the new movement, could say in 1939:[15] "Let no one carry away the impression that in our treatment of rare books we are a totally benighted profession, given to barbarous practices. Instances of intelligent far-sighted practices are to be found in increasing numbers." By 1940 even Randolph Adams gave particular attention to the rapid increase in the number of collections, of such importance that he felt the need for better information about holdings.[16] Thenceforth rare books have been discussed frequently and with increasing sophistication in library journals.

A significant event took place at the July 1948 meeting of The Association of College and Reference Libraries which presented a symposium on "Rare Books in the University Library."[17] Chairman Robert A. Miller said that the purpose of the session, in addition to providing "useful suggestions and practical help," was "to give assurance to bookmen, collectors, and dealers, that university librarians were no longer vandals of the printed page and jailers of the book." He went on to comment that although a few libraries looked on rare books "with the uncertainty of an unwilling foster parent," yet "it is true that most university libraries now recognize the tremendous importance of rare books not only for purposes of scholarship but also for their other values and this recognition has led our libraries to provide proper personnel . . . and sound, bibliographical protection for rare books."

This was the occasion of the bad-tempered remarks by John Cook Wyllie that were mentioned earlier, but the other speakers, including the chairman, reflected changing times and a more

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[15] Lawrence Clark Powell, "The Problem of Rare Books in the College and University Library," *Library Journal,* LXIV (April 1939), 271-273.

[16] Randolph G. Adams, "The Place of Rare Books in a College or University Library," *College and Research Libraries,* II (December 1940), 27-32.

[17] "Rare Books in the University Library," [a symposium] *College and Research Libraries,* X (July 1949), 290-308.

reasonable point of view. John Alden pointed out specifically that both houses might be guilty, thus opening the way for a middle ground: "The scholar's distaste for the excesses of sentimentality and of fetishism exhibited by extreme bibliophiles is not always without foundation, yet even the scholar is on occasion equally unreasonable. We all know the type of faculty member for whom the text of the book is alone of importance, and who is blind to its other values."

Lawrence Powell on this occasion struck a quite new note for the time when he flatly urged that rare book staff should be "trained in . . . librarianship" as well as in other fields. The other symposium speakers apparently did not agree with this, but his opinion is now beginning to prevail, although with varying degrees of emphasis. Frederick B. Adams of the Morgan in 1955, for example, proposed "brief indoctrination at a library school" as one aspect of the complicated training needed for rare book librarians.[18] A paper at the Miami Beach meeting sponsored by the new ACRL Committee on Rare Books, Manuscripts, and Special Collections was devoted entirely to the difficult problem of locating personnel adequately trained for the rare book job.[19] This paper pretty well stated the general tendency of thinking today, namely that formal training in librarianship is one essential aspect, but that equally important and more difficult to find are qualifications involving adequate graduate study in a subject field, sufficient linguistic skill, and adequate knowledge of the history of books and printing. This newer attitude toward rare book staff, as compared with an earlier time when they were bred in test tubes, represents a significant change in attitude and in the development of the profession.

Another germinal proposal from Mr. Powell at the 1948 meeting was for the formation of a "Council of libraries and collections which concern themselves exclusively with rare books . . . composed of the Directors of such separate libraries as the Clements, [etc.], as well as the curators and keepers of rare book collections." Fortunately, at least in my opinion, events did not turn

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[18] Frederick B. Adams, Jr., "Long Live the Bibliophile," *College and Research Libraries*, XVI (October 1955), 344-346.

[19] Harriet Jameson, "The Training of Rare Book Librarians." (Apparently not yet published.)

in quite that direction. I have suggested earlier that the creation in 1954 of ACRL's Rare Books Committee was a landmark in recent rare book history. The Council as proposed in 1948 would likely have meant such another aristocratic discussion group for chief officers as we have already in the Association of Research Libraries, or something more akin to the Bibliographical Society of America. The Committee as it has been developing recently provides quite another thing—a working center, a public forum, and a possible training ground—for the increasing number of librarians who work with rare books in one capacity or another, as well as for others who may be interested in the general subject. The Committee clearly reflects the increasing democratization in the rare book field.

In fact the need for this Committee is so great, and its potential role so crucial, that I must take this public occasion to urge its parent body, the American Library Association, to give the new Committee every possible measure of moral support. It would be tragic to have this fledgling effort ground up in the ALA's organizational maw. At the same time I would publicly urge the heads of all the great rare book libraries and the curators of the senior collections to join in providing tangible and direct support to the Committee. Mr. Powell was an early member of the Committee; Mr. Colton Storm gave it vigorous and imaginative service as Chairman; and Mr. Adams' speech in 1949 was a source of strong support. Their fellows should join them, because these formative efforts deserve support and must be sustained. Those senior and separate rare book libraries that have traditionally stood alone do themselves no good thereby, and they do serious harm to the general cause of rare books so long as they continue to remain aloof and fail to lend support in a common effort. There are to be sure many new and important rare book collections. In fact as Mr. Frederick B. Adams said in his 1955 speech, "Twenty-five years ago the rare book rooms in American college and university libraries could be counted on one's fingers. Now the institution that doesn't have one tends to feel it is out of step. Rare book rooms are not just at Harvard and Yale, they are literally everywhere." Nonetheless, the experience and prestige of the older, well-established institutions and of their leaders is clearly called for now in the best interest of books and libraries. The Bibliographical Society of America and the private book

collecting clubs provide an important forum for rare book librarians, but therein they talk only to the anointed and to their peers. There is a need for education and a need for common workaday effort in the rare book field, and the new ACRL Committee can easily and effectively satisfy those needs if all will participate with good will.

The more recent attitude toward rare books in the academic world values them both for research and for teaching. A pertinent volume in terms of contents and purpose as well as in title is *Book Collecting and Scholarship,* published by the University of Minnesota in 1954 to honor the dedication of the James Ford Bell Room and Mr. Bell's remarkable gift of rare books to the University of Minnesota Library.[20] I call your attention particularly to this title, as well as to the title of the booklet issued in honor of UCLA's new Department of Special Collections in 1951, *Rare Books and Research,*[21] because here is some indication of a considerable shift from Professor Pierce Butler's fear of bibliophily and from the Arlt-Lund distaste for rare books. Theodore C. Blegen, distinguished historian and Minnesota's graduate dean, has this to say in the Minnesota volume: "The scholar is obliged not merely to use, but to use again and again, the records of the past as his needs and outlook change; and normally he is under compulsion to explore, not second or third or fourth editions or later reprints, but the sources that come closest to the originating minds of the authors and observers whose records are under scrutiny." These are the words of a wise and imaginative scholar, not a scholarly mechanic who is content with "less expensive reprints." These are the words of a man who sees books as something more than mere tools, a scholar who can say with feeling, "Books are the documentary record of the civilized life of man... Life without them is man devoid of memory. Life with them is a gateway to the understanding of past and present . . . One is reminded, also, that the books tell not alone the stories enclosed within their covers . . ."

In the same volume from Minnesota, Stanley Pargellis, a librarian who is first of all a scholar and a patron of scholarship,

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[20] *Book Collecting and Scholarship. . .* (Minneapolis, University of Minnesota Press, 1954).

[21] *Rare Books and Research* (Los Angeles, University of California Library, 1951).

underlines this richer understanding of the meaning of rare books to research by asserting that "the better the scholar, the more he insists upon seeing the rare book. A new edition, a modern annotated scholarly edition, is not good enough for the true scholar; he must see himself the book which the author passed as he wanted it to appear." The other scholars, those below the salt, Pargellis would call "casual" or "fly-by-night." Professor Gordon Ray, Chairman of the English Department at Illinois and an active book hunter, has this to say, among other wise words, in an article specifically concerned with "The Importance of Original Editions":[22] "The cultivation through the study of original editions of what Dr. R. W. Chapman calls 'The Sense of the Past' seems to me an essential part of the training of a literary student." And again: "To see a book as it originally appeared is often a most illuminating experience. Anyone desirous of attaining a clear understanding of the development of English fiction in the nineteenth century will find it indispensable to acquire a first-hand impression of the variety of formats. . ."

Thus I think, without going further into the argument, we can perceive a quite new temper. To be sure, not everyone would agree. Another distinguished historian and a good friend of mine has said in print that "the researcher, however, must be concerned primarily with content . . ." And a scholarly book collector, Pasadena's great Henry R. Wagner, has said that, "after all, a lot of these rare books are not of the slightest importance."[23] Although I would never suggest that there is no longer ground for argument, I do think that in these two latter cases we are concerned less with a basic difference of opinion than with some inescapable difficulties in the definition of terms.

This might be the place to remind you that I do not propose to define a rare book. This is a pleasantly controversial subject on which much has been written, and by many of the writers to whom I have already referred. The range of opinion is tremendous, from one which would say that "the rare book is the book that failed," to one which would say that the rare book is a popular one, so devoutly read that few copies have survived.

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[22] *Nineteenth-Century English Books: Some Problems in Bibliography* (Urbana, University of Illinois Press, 1952).

[23] Both comments appear in *op. cit.* 21.

I propose to avoid the entire argument by stating my preference for a story I have been told, one which ought to be true if it is not, about the old Bernard Quaritch. He is said to have roared to a rash, new clerk who asked for a definition of a rare book: "Young man, a book is rare when I say it is." Since we cannot always call on Mr. Quaritch, I would to this add my own definition, namely the title of this paper, "A Rare Book is a Rare Book."

My main point here is that the words of Professor Blegen, Mr. Pargellis, and Professor Gordon Ray represent a tendency much more dominant today than it was twenty years ago. The evidence for this involves among other things the fact that rare book collections of high importance are developing rapidly in many university libraries and are being used by scholars for a variety of effective purposes. It would be interesting to know what factors have effected this change, but this is a question I am not qualified to answer in any detail. I would, however, suggest that the earlier, utilitarian attitude among scholars and librarians was likely a reflection of a general attitude in American life, an attitude based in a pragmatic, utilitarian point of view, a point of view which has tended to scorn cultural values. Earlier in this paper I have suggested a few factors on the scholarly scene that may have influenced the recent trend toward the scholarly use of rare books, and among these not the least is the refinement of analytical bibliography. On this point I call your attention to M. Sol M. Malkin's 1956 speech before the Bibliographical Society of America, entitled "The Golden Age of Bibliography," in which he pointed out that we are now living in that Golden Age.[24]

It might be interesting at this point to suggest, but only briefly, that the importance of rare books and of bibliophily in the development of research libraries has long been understood abroad. For example, there are significant comments in Sir Edmund Craster's *History of the Bodleian Library,* wherein he shows that changes in taste in private book collecting over the years have had a beneficial effect by revealing deficiencies in the Bodleian's collecting policy.[25] However, this paper must be

[24] Sol M. Malkin, "The Golden Age of Bibliography," *Antiquarian Bookman,* XVIII (December 1956), 2222-2228.

[25] Edmund Craster, *History of the Bodleian Library* (Oxford University Press, 1952), see especially pp. 277-279.

concerned primarily with the American scene.

There is no time to report here in detail on the newer rare book collections within university libraries, and there is no need to do so because several forthcoming publications will probably serve this purpose admirably. A forthcoming issue of *Library Trends* will concentrate on various matters relating to rare books; a forthcoming article by Robert B. Downs in the English *Book Collector* will report on the rare book collections in state-supported university libraries of the Midwest and West; and a practical manual on rare books is being planned by the ACRL Committee that has already been mentioned. It is sufficient here merely to notice that the Bell Collection at Minnesota, the Lilly Collection at Indiana, and the DeGolyer Collection at Oklahoma are all of the greatest importance; and I point out particularly that each of these recent collections has been set up as an integral part of the university library. This too, I suggest, reflects a changing pattern from a day when the tendency was to establish quite separate institutions. Very likely this change recognizes that both librarians and scholars now understand the significance of such gifts and that the modern university library can provide the requisite intelligent and sophisticated administration. These developments have even been observed with interest from abroad, and I refer particularly to Mr. John Carter's recent comments.[26] Further to be noted is the fact that rare book departments, or departments of special collections, have been established recently at many another university which may not have received such startling emphasis as at Minnesota, Indiana, and Oklahoma. The Universities of California (Berkeley), Iowa, and Kansas are good cases in point.

These newer state-supported university libraries need not feel overly sensitive about the recency of their rare book collections as compared with those in the Ivy League. After all, years of experience have something to do with this, and one can take heart by reading the wise words of Professor Chauncey Brewster Tinker of Yale, who recalled that at the time of the move into the new Sterling Library only eighteen years earlier, "The rare

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[26] John Carter, "Sidelights on American Bibliophily," *The Book Collector*, V (Winter 1956), 357-367. See also his "Everything's up to date in Kansas City," *The Times Literary Supplement* (July 6, 1956), 416.

books in the old library were in a shocking state. They were, to be sure, in a locked stack into which nobody ventured."[27] George Parker Winship recalled a similar situation at Harvard where prior to the opening of Widener, rare books had been thought of primarily for exhibition purposes.[28] Thus comparing experience year by year, the new universities have not done so poorly.

The most sensitive and effective undergraduate teaching programs involving rare books, that I happen to know of, are those at Dartmouth and Williams Colleges. There are, to be sure, good programs elsewhere, but anyone concerned with the full use of rare books would do well to read Andrew Laing's article on "Teaching with Rare Books"[29] as well as that handsome pamphlet, *A Brief Account of the Origins and Purpose of the Chapin Library at Williams College.*[30] Both present a warm and humane picture of students using rare books under the guidance of a superb teacher. "Rightly used, and there are many right uses," Mr. Laing says, "the rare book has a magic which ordinary editions do not possess. It can be a critical magic, in the process of learning. When a student becomes a lover of books as such, the odds are very good that he can be trusted to carry on with the rest of his learning by himself." At Dartmouth in the teaching program rare books are used as a "device . . . far more effective than any amount of classroom exhortation, in breaking down the edges of a specialized subject and relating it to the rest of human life . . . Such use, of just such books, becomes an exercise in the conditions of human knowledge." The Dartmouth experience is a good restorative after reading many another early and snobbish account of the pristine values of rarity. The Chapin Collection was given to Williams College with undergraduate teaching particularly in mind, and the booklet mentioned above describes the program with specific detail and with enthusiasm.

Some of the older universities carry on similarly effective pro-

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[27] Chauncey Brewster Tinker, "Reflections of a Curator. . .," *Yale University Library Gazette,* XXIII (July 1948) 8-18.

[28] George Parker Winship, "The Harvard Treasure Room," *Harvard Library Notes,* III (March 1939), 210-216.

[29] Andrew Laing, "Teaching with Rare Books," *Dartmouth College Library Bulletin,* IV (February 1949), 166-171.

[30] *A Brief Account of the Origins and Purposes of the Chapin Library at Williams College* (Williamstown, Mass., 1956).

grams, either by the use of rare books in courses within a particular subject field or, more frequently, through special courses in the history of books and printing. The value of this kind of experience was described most appealingly on the occasion of the dedication of UCLA's Department of Special Collections, by a San Francisco business executive who reminisced about the two years he spent at the Harvard Graduate School of Business Administration.[31] On his own initiative he took two such courses "based on the rare book collections of Harvard College," and concluded that: "The experiences of these courses have been a very great influence on my life. I have made my living by using and applying what I learned in other and more 'practical' courses, but from these courses have come the most satisfying experiences."

It is probable that few of the state-supported universities provide such courses in the history of books or teaching programs as excellent as those at Dartmouth and Williams. Certainly a large undergraduate population makes such teaching a complicated problem, but I want on this occasion to make a particular plea for the use of rare books as a normal and an important part of cultural education. There is no reason why the teaching of students at state universities should not be so enriched. As a matter of fact, I think we have a particular obligation to enhance this aspect of undergraduate education. We hear many complaints, and we complain ourselves, about the increasing specialization and mechanization of much of university education. There are many things we can do to alleviate this situation, and a carefully designed rare book collection can be a useful agent in this regard.

The recent article by Mr. Greenaway of the Free Library of Philadelphia, which was mentioned earlier, accepts this point of view and carries it forward into the area of popular, adult education.[32] What he proposes should put many of us in so-called educational institutions to shame. "Why not . . . assume that a person becomes a greater book lover and a more appreciative reader by knowing something of the history of books and printing. Books are the greatest single educational force in the world, and yet knowledge of the long and fascinating history of their develop-

[31] *Op. cit.* 21.
[32] *Op. cit.* 5.

ment is usually restricted to a few scholars and private collectors." Greenaway straightforwardly urges public libraries, insofar as they can so afford, to collect rare books because, says he, "this culturally enriches [the] community." He further argues that "since it does work at all levels it would be desirable for the public library, which is supported by public funds, to buy those rare and expensive volumes which are beyond the reach of most of its readers financially, but not beyond their appreciation."

These are ringing and welcome words. It is true that the Free Library, as well as its sister institutions in New York City and Boston, is in a favored position with respect to available rare book resources, but the substance of what Mr. Greenaway says should be taken to heart by all of us in both public and academic libraries. His is a fresh, new voice and one which clearly marks a new trend. A quarter of a century ago quite a different attitude prevailed. Randolph Adams, whom I perhaps abuse by quoting too frequently, felt that rare books should be only in college or university libraries, except for a small group of great public libraries, because a "selected group" is needed to appreciate them. It may well be that there are few rare books collections of distinction in our public libraries, but I think it can be fairly said that some public libraries have begun to move within the spirit of Greenaway's article. Both the St. Louis and the Kansas City, Missouri, public libraries, I happen to know, have recently acquired small rare book collections specifically for the purpose of exhibition and popular education. There was a time when most librarians would have argued that this was wasting public funds.

Mr. Greenaway's plea for teaching about the history of books deserves our thoughtful attention. Too frequently, as he says, this history has been considered the province of a small group of aristocratic rare book libraries and their patrons. Thus the average person has no conception of the high significance of the book, handwritten and printed, in human history, whether in terms of esthetic values or in terms of the intellectual impact on society. We generally assume that even the smaller community will provide some kind of art museum, involving original works of art and not just facsimiles, and some kind of historical museum in order to direct public attention to these aspects of cultural history. But who is to explain with understanding and sensitivity

the history of books and printing if not the library? And who can rightly say that this is not a major aspect of our cultural heritage? Too frequently even those people who defend the use of rare books do so only in terms of scholarship, and they tend to be a bit skittish about the esthetic value or the cultural history that may be involved.

It is of some moment that the Folger Library has recently been sending out a traveling exhibit that demonstrates, with primary materials, the Folger's Shakespearean program. This year as an anniversary celebration the Morgan is sending across the country an elaborate loan exhibition based on its treasures. These great rare book libraries are thus recognizing a very public responsibility, and I am convinced that the Morgan show will receive remarkable popular approval and interest wherever it goes, and especially in those communities that have never had a proper opportunity to see great and handsome books and manuscripts. Greenaway is correct in stating that such book values are not beyond popular appreciation. I am certain that smaller displays of this type in both public and academic libraries would be met with popular favor and that an informed library educational program concerned with the history of books and printing, through the appropriate use of rare books, would be in the best public interest.

My discussion today proposes that we have finally come into a period when we sensibly recognize the important place of rare books as part of the total academic program of teaching and research. In this regard we no longer dismiss them as something precious, effete, and separate. We agree with Professor Tinker's conclusion that the Rare Book Room is "a symbol and a segment of a vast institution charged with preserving and transmitting to others the means of scholarly activity."[33]

Now that we have come so far, I urge in conclusion that we take the next step and employ original materials, and thus rare books, to present the history of books and printing as an essential part of cultural education and study, particularly in our colleges and universities.

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[33] *Op. cit.* 27.

UNIVERSITY OF TENNESSEE LIBRARY LECTURES

1. Book Classification in University Libraries, by Maurice F. Tauber
2. The Library in the Graduate Program of Institutions of Higher Education in the Southeast, by Louis Round Wilson
3. The Library's Function in Education, by John E. Burchard
4. Development of Research Collections in University Libraries, by Robert B. Downs
5. The Study of Reading Effects, by Lester Asheim
6. The Magnetic Field, by Lawrence Clark Powell